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AUTHOR Smith, A. D.
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ABSTRACT

This paper presents some of the concepts and developments now being pursued by the Occupational and Career Analysis and Development Branch of the Ontario Department of Manpower and Immigration. The paper summarizes the decisions made during the preliminary development, the means toward individualizing the program for occupational decision-making, and the intended research and development to be undertaken in the area. Included in the report are the behavioral objectives developed for six types of client skills: interpersonal, intrapersonal, basic decision-making, career decision-making, job-search, and job acquisition. (SJL)

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A SYSTEMATIC AND BEHAVIOURAL APPROACH TO COUNSELLING

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A.D. Smith
Occupational & Career Analysis & Development Branch
Department of Manpower & Immigration
Ottawa, Ontario
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A SYSTEMATIC AND BEHAVIOURAL APPROACH

TO COUNSELLING

1. PRIMARY OBJECTIVES

To identify and verify those behaviours needed by youth and adults to assist them to make self actualizing and realistic occupational goals and to prepare themselves to achieve their goals.

2. To develop materials, methods and processes by which the verified behaviours can be pre-tested for each client and where the skills are found weak or lacking, to deliver them in a variety of modes ranging from completely developmental (such as in the schoolsetting) to crisis intervention (such as the non-job ready client looking for a job).

SYSTEMATIC APPROACH

3. A basic premise of the approach is the thesis that occupational decision making should be a logical and developmental series of goal oriented activities, rather than accidental or incidental process, in which the client critically examines himself and the variables of the world of work, makes necessary compromises, and systematically plans and commits himself to those activities needed to achieve a fulfilling occupation or occupational field.

4. The process is not intended to force a client to make a premature narrow occupational choice - rather it is intended that a client will systematically use both narrowing and widening techniques of exploring occupational goals and will make realistic occupational, educational and training decisions which maximize career flexibility and self fulfillment.

5. The client behavirous have been identified within the following major components:

a) Inter-personal skills. Those skills needed by the clients to obtain relevant and valid occupational information to manage their job interviews.

b) Intra-personal skills. Those skills needed by the clients to explore their inward feelings and values, to exercise control over their behaviours and to compromise between inner values and outward behaviours.

c) Basic-decision making skills. Those skills needed to recognize different choices which can be exercised at decision points, to predict the results of decisions, to set criteria and analyze information and choices, to set goals and prepare achievement plans, and to recognize and resolve both problems and opportunities.

d) Career-decision making skills. Those skills needed to obtain, analyze and manipulate information about self, about occupations and about employer practices, to recognize choices available at decision points, to establish personal occupational goals, to prepare action plans for educational, training and other pre-requisites decided upon, and to resolve problems and opportunities encountered.

e) Job-search skills. Those skills which are generic to looking for and obtaining employment.

f) Job-acquisition skills. Those specialized skills which are needed when looking for and obtaining employment in the chosen occupational area.

6. The behaviours have been sequenced within the major components on the following bases:

a) the logic of order of performance

b) sequence of learning.

7. The components, in turn, have been integrated to prevent an undue delay, on the part of the client, in application of the skills from theoretical to practical. For example the Basic Decision Making Skills have been divided into three smaller components (Information Gathering and Analysis; Analysis and Planning; and Problem Solving) and integrated with the Career Decision Making Skills.

BEHAVIOURAL APPROACH

8. The intended outcomes (skills and knowledge to be held by the clients) are being expressed in observable behaviours which are measurable and which have standards and conditions of performance.

9. The behaviours identified on the sequenced chart are written in terse language which briefly describe the main skills. More explicit behaviours are being articulated in narrative form.

INITIAL DECISIONS

10. The following initial decisions were made during the preliminary development:

a] to assume that appropriate career decision making behaviours can be identified or developed

b) to assume that these behaviours can be verified through empirical surveys

c) to assume that diagnostic tests and individualized processes can be developed

d) not to be concerned about pre-conceived restraints which might bias the development, such as:

(1) where the program is to be delivered;

(2) when a client is to receive the program;

(3) who is to deliver the program;

(4) how the program is to be delivered;

INDIVIDUALIZED APPROACH

11. An additional thesis held is the belief that the program developed can be individualized in the following ways:

a) diagnostic pre-tests can be developed and used to ensure that the clients do not have to re-learn skills already held

b) clients can be allowed to attain the skills based on their optimum learning speeds

c) clients can have some flexibility or choice in deciding:

(1) the skills which they need to make valid and realistic occupational decisions;

(2) the sequence in which the skills are achieved;

(3) the method or methods in which they will acquire the skills; and

(4) the point(s) in time in which they will acquire the skills.

12. In addition to the above consideration, the program should be capable of delivery in a variety of situations such as the following:

a) a curriculum embedded program such as junior high school

b) a training program for clients such as school drop-outs, or immigrants which can be sponsored by the Department of Manpower and Immigration

c) a learning program which can be installed in CMCs for non job ready clients

d) a learning program which is available in community resource areas such as public libraries.

EMPIRICAL RESEARCH

13. The behaviours which have thus far been articulated have been identified as a result of a search of pertinent theories and practices in the literature and the experience (and values) of the members of the task force. They need verification in terms of validity and of comprehensiveness. A number of research questions require answers, such as:

a) are those skills identified:

(1) valid and essential;

(2) comprehensive; and

(3) sequenced correctly?

b) do placement officers, employers, career guidance officers, CMC counsellors and educational officials agree with those identified and their sequence?

c) do students lack these skills and do workers hold them?

d) would workers have made different or better decisions had they held these skills when needed?

14. Although considerable information is available on the variables which describe and distinguish different occupations (such as the CCDO, Careers Canada, etc) little information is known on which of these variables have utilitarian value to clients who are attempting to make occupational decisions. A number of research questions require answers, such as:

a) which are the best or most suitable variables (those which describe people and those which describe occupations) to have clients examine and manipulate for purposes of occupational selection and occupational planning?

b) do people variables correlate with occupational variables in actual jobs?

c) should people variables always be congruent with occupational variables in actual jobs?

d) should occupational variables only be changed as a result of occupational evolution and of technological change or could governments actively pursue the possibility of job restructuring to make occupations more suitable for people variables and to promote career mobility and progression through career ladder and lattices?

15. Little information is held on the employer or industrial variables insofar as they may affect occupational and job decisions. Would information such as the following be of valid interest to people making occupational decisions:

a) the degree of union intervention in the occupation

b) the geographical mobility requirements normal to certain occupations

c) different personnel policies exercised by employers such as promotion, pension, mobility and styles of supervision and management

d) additional occupational lifestyle requirements such as memberships in fraternal orders, clubs, and community activity expectations.

16. Insufficient information is available on the primary decision points, the choices available and how they effect future occupational goals. Generalizations are known, such as: (a) choices exercised in high school may dramatically affect future occupational choices; (b) choices exercised for post secondary education/training have a range of narrow to wide consequences (vocational training is generally one course - one occupation, technological and applied arts is frequently one course - one occupational field, and university training may culminate in specialization or generalization but too little specific information is known.

17. A number of research questions require answers such as:

a) what are the primary decision points for:

(1) educational and/or training decisions; and

(2) occupational choice decisions.

b) in which decision points may wide occupational choices be exercised and in which ones are only narrow occupational choices available

c) which occupational choices can be deferred to later decision points and which ones must be exercised at early decision points.

CONCLUSION

This paper briefly attempts to share some of the concepts and developments now being pursued by Occupational and Career Analysis and Development Branch. This, then, is not a conclusion - rather

it is perhaps a progress report showing the work which has been achieved to attain the stated objectives and some notions of the intended research and development.

The attached chart, "Behavioural Objectives for Vocational Counselling", displays the sequenced order of the identified counsellee behaviours which have, in part, been explicated in greater detail in narrative form.

BEHAVIOURAL OBJECTIVES

A. INTER-PERSONAL SKILLS

USE EFFECTIVE LISTENING SKILLS

A.1. Having listened to talks (or recordings) the student will:

a) identify the main idea from a talk which has just one main idea

b) identify the most important question which the speaker wants answered

c) identify the main outcome expected from spoken directions

d) identify several important ideas

e) identify several expected outcomes

f) record "who", "what", "where", "when", and literal "why" data based on the spoken information

g) record activities and sequences suggested by the speaker.

A.2. Having listened to talks (or recordings) the student will:

a) record "what happens", "how" and "why" data based on the spoken information

b) identify causes and effects of situations discussed orally

c) identify further needed information requirements

d) state and support predictions which can be inferred

DISTINGUISH BETWEEN ORAL FACTS AND OPINIONS

A.3. Distinguish between obvious facts and opinions expressed by other person.

A.4. Determine by questioning whether non obvious data expressed is factual or an opinion.

USE NON VERBAL AND PHYSICAL ATTENDING BEHAVIOURS

A.5. Facilitate the process of communication by:

a) appropriate use of eye contact and attentive posture while listening

b) appropriate use of eye contact, gestures and body posture while talking

c) deliberately reducing muscle tension to achieve the appearance of physical relaxation.

RECOGNIZE AND INTERPRET OTHER PERSONS ATTENDING BEHAVIOURS

A.6. Facilitate the process of communication by:

a) recognizing and interpreting the meaning of attending behaviours used by other person

b) identifying behaviours which indicate other person's inability to hear

c) identify behaviours which may indicate other person's inability to understand

d) identify behavioural clues which may be indicators of interpersonal distance needs such as:

- physically retreating or approaching
- duration of eye contact
- tenseness or relaxation

e) identify behavioural clues which may be indicators of other persons' mood changes.

FACILITATE COMMUNICATION BY MAINTENANCE OF APPROPRIATE EMOTIONAL CLIMATE

A.7 When feeling excited, emotional, anxious or irritable;

a) deliberately reduce muscle tension to achieve the appearance of physical relaxation and deliberately reduce gestures

b) deliberately speak slowly (normal delivery)

c) deliberately place normal emphasis on words used and use normal degree of soft to loud in voice structure.

IDENTIFY AND SEQUENCE ORAL COMMUNICATIONS NECESSARY FOR OBJECTIVE OR PURPOSE

A.8 Identify and sequence the oral communication activities necessary for objective or purpose.

A.9 Manage a conversation to direct it toward achievement of an objective or purpose by:

a) ensuring own conversation is kept directive

b) recognizing when other person has steered conversation away from objective or purpose

c) identifying the appropriate spot in the conversation to redirect the topic

d) bringing the conversation back to the objective or purpose when other person introduces non relevant or divergent topics.

IDENTIFY AND USE CONVERSATIONAL STYLE APPROPRIATE TO OTHER PERSON'S AGE, SEX, ROLE, STATUS, ETC

A.10 Recognize situations where formal or informal conversational style is an obvious requirement.

A.11 Recognize, from other person's conversational style, the degree of formality - informality desired.

A.12 Use conversational style appropriate to other person's age, sex, role and status and appropriate to other person's desires of formality versus informality.

CONFIRM OWN UNDERSTANDING BY PARAPHRASING AND PERCEPTION CHECKS

A.13 When information or directions received is complex, unclear or abstract reinforce and/or confirm own understanding by:

a) asking closed questions

b) re-phrasing in own language and asking for agreement of own interpretation

c) asking the speaker to re-state in step by step sequence

d) encouraging others to elaborate when necessary.

A.14 Identify own assumptions and check their validity by asking closed questions.

A.15 List the extent or degree of own assumptions by asking closed questions or by stating limits and requesting confirmation.

OBTAIN INFORMATION BY ASKING SEARCHING QUESTIONS

A.16 Given a short statement of a typical and realistic occupational information requirement and a person who has a list of the pertinent data, obtain at least 75% of the data by asking information seeking questions (The ability to obtain facts or opinions by questioning, rather than the ability to form "proper" questions, is the skill to be demonstrated.)

STATE AND SUPPORT OWN POINT OF VIEW BY CITING KNOWLEDGE, EXPERIENCE OR OBSERVATION

A.17 State and support own point of view by presenting or citing knowledge, experience, observation or opinion related to the discussion.

A.18 Ensure that other person has the opportunity to state and support his point of view.

IDENTIFY, LIST AND PRACTICE BEHAVIOURS WHICH IMPROVE RELATIONSHIPS WITH OTHERS

A.19 Identify own behaviours which facilitates other person's communications.

A.20 Identify own behaviours which inhibits other person's communications.

A.21 Practice behaviours which facilitate co-operation and collaboration in communicating with other people.

B. INTRA-PERSONAL SKILLS

IDENTIFY AND LIST OWN FEELINGS, TRAITS AND VALUES

B.1 Given: (a) lists of words, and their definitions or descriptions, which describe inner values, interests, temperaments, preferred physical activities and preferred environmental conditions and (b) lists of words and their definition or description, which describe abilities:

a) identify on each list those variables which appear to describe self

b) rank order the variables from each of the lists from (a) by order of importance to self

c) rate them, from a given scale, by degree of importance to self

IDENTIFY AND LIST OWN BEHAVIOURS

B.2 Given a list of behaviours (things people do which show feelings, emotions, etc), and their definitions or descriptions:

a) identify those which appear to describe self

b) rank order the identified list by frequency of occurence.

TAKE AND INTERPRET TESTS WHICH EXAMINE INTERESTS

B.3 Given a simple test which measures interests:

a) score the test from the given guide

b) identify the suggested interpretations from the scores and given guide

ANALYZE DIFFERENCES BETWEEN SELF CONCEPTS AND BEHAVIOURS AND LIST AREAS TO CHANGE

B.4 Compare the list of self identified inner feelings, interests, etc with the list of self identified behaviours, and identify areas of conflict between them.

B.5 Prepare revised lists which show planned changes to reconcile the differences.

RECORD INSTANCES WHERE BEHAVIOURS NOT IN ACCORD WITH DESIRED CHANGES

B.6 Maintain a diary and record instances where own actions were not in accord with planned changes.

B.7 Identify and list recurring differences between planned and actual behaviours.

B.8 Establish plans to reduce the differences and ensure that the recurring differences are continually reduced.

C. BASIC DECISION MAKING SKILLS

RECOGNIZE NEEDS FOR DECISIONS
RECOGNIZE DECISIONS AS A CHOICE FROM ALTERNATIVES OR OPTIONS

C.1 Given descriptions of educational or occupational decision situations:

a) identify points where decisions were taken

b) identify points where decisions should have been made

c) identify alternative choices which were available at each decision point

d) identify optional choices within each alternative which were available at each decision point.

C.2 Identify from own history decision points, alternatives which were available and options for each alternative.

TRACE CAUSE AND EFFECTS RELATIONSHIPS

C.3 Given descriptions of educational or occupational decision situations:

a) identify alternatives and optional choices made

b) identify the consequences of these decisions

c) identify and support possible consequences if different alternatives and options had been made.

C.4 Trace cause and effect relationships for decisions made in own history and identify possible consequences for different choices which could have been made.

IDENTIFY AND LOCATE SOURCES OF INFORMATION NEEDED TO MAKE DECISIONS

C.5 Given descriptions of situations:

a) identify the sources of information used

b) identify the choices available from the information

c) identify the information which was not important to reaching a decision

d) identify other types of information and possible sources which you would have used in the situation.

C.6 Given a summary of a decision situation:

a) identify the information probably needed to make a decision

b) identify possible sources of the information

c) make a list of names, addresses, telephone numbers, etc of the information sources.

OBTAIN RELEVANT INFORMATION BY QUESTIONING, WRITING, READING, ETC.

C.7 From the results of objective C-6:

a) write and post letters to obtain required information

b) interview resource people identified and record relevant information obtained

c) search relevant books, pamphlets, newspapers, etc and record relevant information obtained.

ANALYZE INFORMATION TO DETERMINE DISCREPANCIES AND OMMISSIONS

ANALYZE INFORMATION FOR RELEVANCE AND SUITABILITY

C.8 Given the information obtained in the previous objective:

a) arrange the information by the different classes or types of data

b) examine each data item and set aside those which are not relevant or suitable for the decision situation

c) compare data obtained from two or more sources and rate any discrepancies or differences

d) compare data obtained with the previously identified information requirements and note any information gaps

e) obtain new information as required to rectify information discrepancies and information gaps.

RANK AND RATE DATA OR INFORMATION

C.8 Given the information obtained and analyzed in the previous objective:

a) rank order the information in descending order of importance

C.8 Continued

b) establish a rating scale using variables such as:

(1) value of data for decision making purposes

(2) personal preference

(3) likelihood of achievement

c) rate each data item by the established rating scale, score and re-list from high to low scores

d) state and support alternatives and choices which should be made.

D. CAREER DECISION MAKING SKILLS

DEVELOP PEOPLE PROFILES

D.1 Given information about a number of hypothetical people which describes their educational achievements, their abilities, their interests and their temperaments, the student will prepare graphic people profiles which display these characteristics.

INTERPRET CODED OCCUPATIONAL INFORMATION
DEVELOP OCCUPATIONAL PROFILES

D.2 Given information which describes the occupational variables and a sample set of coded occupations, the student will prepare graphic profiles for each occupation.

D.3 Compare the occupational profiles with the people profiles and:

a) note differences

b) record possible and realistic profile changes on the people profiles which would prepare them for each of the occupations.

TRACE OCCUPATIONS THROUGH DIFFERENT CAREERS AND RECORD PROFILE CHANGES

D.4 Given information about typical occupational advancements and the coded variables of the occupations involved, record the profile changes.

DEVELOP OWN SCALED SKILL INVENTORY

D.5 Prepare a list of activities experienced in which skills were attained, such as:

a) paid employment (newspaper route, baby-sitting, summer jobs, etc)

b) unpaid employment (household chores, assisting parents, etc)

c) hobbies and sports (photography, painting, creative writing, acting, team sports, etc)

d) vocational shop practice

D.6 Analyze each of these activities, determine and list skills acquired.

D.7 Rate the skills in order of preference for full time employment.

D.8 Have each skill assessed by resource persons who observed performance and record degree of achievement.

D.9 Develop a skill profile and maintain it for later use.

ANALYZE RESULTS OF TESTS OF OWN VALUES' INTERESTS AND ABILITIES

DEVELOP PROFILES SHOWING OWN VALUES, INTERESTS, TEMPERAMENTS, ABILITIES AND GED.

D.10 Analyze results of GATB Test, convert raw scores to be congruent with CCDO and record on personal profile.

D.11 Analyze descriptions of the undernoted variables, decide how each describes self and record on personal profile:

a) physical activities

b) environmental condition

c) GED

d) SVP

e) interest factors

f) temperament factors

g) DPT factors

D.12 Compare personal profiles with the previous self concept test results, identify and reconcile differences.

RANK AND RATE OWN CHANGEABLE TRAITS

DEVELOP A PERSONAL PROFILE WHICH SHOWS PLANNED CHANGES IN PERSONAL TRAITS

D.13 Examine each item on personal profile, decide the range of acceptable change and any planned changes, and record these decisions on the profile.

COMPARE PERSONAL PROFILES WITH OCCUPATIONAL PROFILES AND SELECT A WIDE RANGE OF APPROPRIATE PROFILES

IDENTIFY A RANGE OF OCCUPATIONS CONSISTENT WITH DESIRED TRAITS

D.14 Given a means of manipulating occupational information (such as computer terminal with an occupational exploration program, an occupational exploration kit, listings of occupations by different variables, an/or an index of occupational descriptions) the student will:

a) choose the sequence of variables to be manipulated

b) ascertain those occupational areas which fit his personal profile, for each variable

c) ascertain those occupational areas which fit the planned changes on his personal profile, for each variable

d) ascertain those occupational areas which fit the acceptable changes on his personal profile, for each variable

e) identify those occupational areas which have a perfect fit amongst all variables and his personal profile

f) identify those occupational areas which fit amongst all variables and the planned changes on his personal profile

g) identify those occupational areas which fit amongst all variables and the acceptable changes on his personal profile

h) identify those occupational areas which would fit with one, two or three additional compromises to the acceptable or planned changes to his personal profile.

D.15 Record a firm committment on the personal profile of the planned changes and the range of acceptable changes and set aside occupational areas which are rejected by this committment.

D.16 Record and rank order the tentative occupational possibilities which have been discovered.

ANALYZE EDUCATIONAL AND TRAINING CALENDARS AND PROGRAMS

D.17 Examine educational training calendars and programs and record, for each of the tentatively chosen occupational possibilities, data such as the following:

a) names and addresses of institutions which offer needed instructional programs or courses

b) pre-requisites for entry into the programs, or courses

c) name of the programs or course and timings

d) tuition costs, accommodation and meal arrangements, etc

e) bursaries and scholarships and their conditions

f) outcomes suggested by the institutions

D.18 Examine federal and provincial programs which assist to subsidize educational and training costs and record data such as the following:

a) loans which are available and the conditions

b) tuition costs which are subsidized and the conditions

c) training allowances which are available and the conditions.

IDENTIFY AND OBTAIN RELEVANT CAREER AND OCCUPATIONAL INFORMATION

D.19 Examine available literature or programs which describe the tentatively selected occupational areas.

D.20 Establish and maintain an action list of additional information requirements.

D.21 Identify possible sources of needed information and obtain further data by questioning, interviewing, writing, etc.